

Grade/Course	K	Unit	Geography	Lesson Title	The Land & Water Around Me
Essential Questions	How describing landforms help you tell one place from another?				
Enduring Understanding	Students will be able to identify human-made and physical features of their immediate environment.				
State Standards	SS.K.3.B.1: Recognize that places in the immediate environment have specific physical and human-made features SS.K.3.B.1 a&b : a) Discuss that places have natural/physical features such as mountains, rivers, and hills b) Discuss that places have human-made features, such as streets, buildings, and parks				
Common Core Standards	CC.K.RI.4: With prompting and support, ask and answer questions about unknown words in a text. CC.K.RI.7: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). CC.K.RI.8: With prompting and support, identify the reasons an author gives to support points in a text. CCSL.1b:				
Connections	WSS II.D: Writing (Represents ideas and stories through pictures, dictation, and play) WSS V.D: People and Where They Live (Expresses beginning geographic thinking) MDTL 1.1A:				
Student Outcomes	Students will be able to <ul style="list-style-type: none"> recognize and identify human-made features recognize and identify physical features recognize physical features as landforms and bodies of water using photographs and pictures 				
Summative Assessment	Students will sort pictures into physical and human-made features and justify placement of pictures into categories.				
Materials	Pictures of landforms, water features, and human-made features "On Earth" by Julie Mclean "Our Street" by Marie Myers LCD projector Laptop and screen Scissors				

	<p>Glue</p> <p>Drawing materials (markers, crayons, drawing paper, paint)</p> <p>Writing paper</p> <p>SS vocabulary folder</p> <p>Pencils</p>
Vocabulary	Tier 2 – (academic language):
	Tier 3 – (content language): mountains, lakes, rivers, bay, ocean, valley, hills, stream, landform, bodies, physical feature, human-made feature
Prior Knowledge	Around me there is water and land.
Pre-Assessment	Students will circle the landform when given pictures of resources.

Lesson Procedure – Day 1

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none">- Share with the class that you will begin to study the Earth's surface- Use a globe to demonstrate the Earth's surface- Point out that the blue area shows water and the green shows land- Show pictures of different landforms and bodies of water and explain that these things cover our Earth	<ul style="list-style-type: none">- Allow students to touch the globe- Students will share what they already know and questions that they have about the Earth's surface	<ul style="list-style-type: none">- Have students use describing words to share what they see and feel on the surface of the globe- Hold up pictures of bodies of water and landforms. Allow students to say aloud where they think the picture fits (water or land)

Procedure Steps	<ul style="list-style-type: none"> - Use reading pre-reading strategies to introduce the text to the class. Share any new vocabulary and point out any text features - Read <u>Our Earth</u> by Julie McLean - After reading teacher will work with students to identify attributes of physical features in text and in other online resources - Teacher will pull small groups of students to reinforce language from the text (mountain, river, valley, ocean, etc.). New words can be added to students social studies word book - Students can use the vocabulary in their word book to begin writing about landforms and bodies of water 	<ul style="list-style-type: none"> - Students will actively participate in a read aloud of <u>Our Earth</u> by Julie McLean (Houghton Mifflin SS Leveled reader) by identifying land forms and bodies of water they see in the text ("I see a mountain" "I see a river") - Students will describe attributes of physical features found in pictures and other online resources - Students will rotate through learning stations and explore landforms by: <ul style="list-style-type: none"> + using clay, paint, and other art materials to create landforms & bodies of water + sort labeled pictures of landforms and bodies of water (categories: landforms and bodies of water) + explore age appropriate texts, calendars, posters, and online resources (http://www.brainpopjr.com/science/land/landforms/matching/) that display landforms and bodies of water 	<ul style="list-style-type: none"> - During small group teacher can also play matching and sorting games to reinforce physical and human-made features
Closure	<ul style="list-style-type: none"> - Teacher will hold up pictures of physical/human-made features 	<ul style="list-style-type: none"> - Students share with a buddy one thing they learned about landforms and bodies of water - Students will hold up one finger to denote a physical feature and two fingers to show a human-made feature 	<ul style="list-style-type: none"> - Homelink – Students can create a map (drawing) of landforms in their neighborhood. They can add human-made and physical features as details

Lesson Procedure – Day 2

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none"> - Teacher will gather and display magazines, travel brochures, books, and other media - Teacher will hold up pictures of human-made features 	<ul style="list-style-type: none"> - Student will preview brochures and catalogs and locate pictures of items they think may be human-made features - Students will indicate which picture they think represents a human-made feature 	<ul style="list-style-type: none"> - Prior to day two, take pictures of the neighborhood surrounding the school and display via PowerPoint or other media. Allow students to identify physical features in their community
Procedure Steps	<ul style="list-style-type: none"> - Read the book <u>Our Street</u> by Marie Myers. During reading, highlight human-made features in the text and landform vocabulary from Day 1 - Display a model house, a model building, a car, and other human-made features from the community - Ask children to share ways that the items are alike\different - Teacher will pull small groups of students to reinforce language from the text (building, house, cars, etc.) New words can be added to students social studies word book - Students can use the language to begin writing about human-made features in their neighborhood 	<ul style="list-style-type: none"> - Students will actively participate in a read aloud of <u>Our Street</u> by Marie Myers (Houghton Mifflin SS Leveled reader) by identifying human-made features they see in the text (“I see a house” “I see a car”) - Students will rotate through learning stations and explore landforms by: <ul style="list-style-type: none"> + using clay, paint, and other art materials to create landforms & bodies of water + sorting labeled pictures of landforms and bodies of water (categories: landforms and bodies of water) + exploring age appropriate texts, calendars, posters, and online resources that display human-made features that are in the neighborhood (use Google images and\or Google Earth as a resource) 	<ul style="list-style-type: none"> - Add pictures and models of human-made features to the learning stations - Go on a nature walk around the school and have students identify human-made features

Closure	<ul style="list-style-type: none">- Teacher will hold up pictures of physical/human-made features	<ul style="list-style-type: none">- Students share with a buddy one human-made feature in their community- Students will hold up one finger to denote a physical feature and two fingers to show a human-made feature	<ul style="list-style-type: none">- Homelink – Students can use print media resources (magazines, newspapers, etc) to make a collage of human-made features
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Lesson Procedure – Day 3

	Teacher Action:	Students Action:	Suggested Modifications:
Engagement	<ul style="list-style-type: none"> - Teacher will display photos and pictures of human-made and physical features - Teacher will also display different maps of the USA and Maryland 	<ul style="list-style-type: none"> - Students will identify physical or human-made features in photos - Students will identify physical features on maps (mountains, plains, rivers, etc) 	<ul style="list-style-type: none"> - Teacher can shrink some pictures for use with homelink
Procedure Steps	<ul style="list-style-type: none"> - Share pg. 29 of <u>Guinea Fowl and Rabbit Get Justice</u> by H. Courlander and G. Herzog - Teacher will guide discussions about why each feature is a physical/human-made feature - Teacher will model use of map materials and create a model map for students - In small groups teacher will informally assess students on knowledge of human-made and physical features (Ex. Teacher will display a groups of pictures and a t-chart labeled Human-made and Physical Features. Students will sort the pictures into the appropriate column and explain why the object fits in the column.) 	<ul style="list-style-type: none"> - Have students identify the physical and human-made features on the page - Students will rotate through learning stations and explore landforms by: <ul style="list-style-type: none"> + using clay, paint, and other art materials to create landforms & bodies of water + sorting labeled pictures of landforms and bodies of water (categories: landforms and bodies of water) + exploring age appropriate texts, calendars, posters, and online resources that display human-made features that are in the neighborhood (use Google images and\or Google Earth as a resource and (http://www.brainpopjr.com/science/land/landforms/matching/) + Students will make maps of the school and add human-made and physical features 	<ul style="list-style-type: none"> -Allow students to view “Beginning Maps: Models and Places” http://player.discoveryeducation.com/index.cfm?guidAssetId=C4D9C2AF-6EA4-4158-AB9C-78825CA25F58&blnFromSearch=1&productcode=US

Closure	<ul style="list-style-type: none">- Teacher will distribute 3 pictures to each student and instruct students to glue the physical feature down on a page. They will be expected to explain why the picture is a physical feature.	<ul style="list-style-type: none">- Students will glue down the picture they think is a physical feature and write or dictate why they believe that the picture they chose is correct.	<ul style="list-style-type: none">- Homelink – Students will make a map of their street. They will add physical and human-made features as details
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